

## ESSENCE OF COGAN'S MODIFIED SUPERVISION MODEL IN THE TEACHING OF SOCIAL STUDIES

Dan. I. Mezieobi  
Department of Social Science Education  
University Of Nigeria, Nsukka  
Email: [Danmez2000@yahoo.com](mailto:Danmez2000@yahoo.com)  
Phone No: 08057429316

### Abstract

*This paper centrally examined the essence of Cogan's modified supervision model in the teaching of social studies in junior secondary schools. It specifically deliberated on: lapses in the traditional method of supervision, restraining conditions in the total application of Cogan's supervision model in Nigerian environment, preference for the adoption of modified Cogan's supervision model and implications of modified Cogan's supervision model on effective social studies classroom instruction. Conclusion and recommendations are drawn based on reviewed literature.*

### Introduction

The effective supervision of social studies teachers instructional quality in the classroom when backed up with substantial professional instructional guide, based on the results of the strengths and weakness of concluded supervision, ensures adequate implementation of the social studies curriculum in the junior secondary schools in Nigeria, in terms of application of requisite pedagogies, context, learning resources, learning experiences and evaluation strategies (Mezieobi, 2008). The social studies teacher quality and competence for human resource capital development towards satisfying contemporary needs, aspirations, values and international competitive education standards, warrant harmonious professional interactional engagement between the supervisor and the supervisee for comprehensive planning of meaningful supervision plan aimed at realistic advancement of the instructional quality of the teacher.

In clear terms, the traditional supervisors one shot observation of teachers' instruction with little or no mentoring for instructional improvement and consequent social studies teachers' contribution to the supervision process is not ideal in the present educational process. The traditional method of supervision and harassment does not make the teacher assume a collaborative partnership position in the success of the education process (Omalle 2000 and Ayogu, 2005).

It is this gap that has stimulated an examination of the place of Cogan's modified instructional model in the teaching of social studies in junior secondary school. It is adjudged not too complex and cumbersome to be applied and realized in the Nigerian school system environment (Adiele, 1988). The thrust of this paper for lucid explanation of concepts, ideas, scientific research and opinions in the ensuing discourse is to examine the lapses in the traditional method of supervision, restraining conditions in the total application of Cogan's supervision model in the Nigerian environment, implications for modified Cogan's supervision model effective social studies classroom instruction and preference of the modified Cogan's supervision model.

### Conceptual framework

Social studies is an emerging course of instruction in Nigerian education system, the introduction of the 6-3-3-4 system of education gave social studies a primary place in the secondary school as a core subject (Osakwe 1997, Nwaubani 2002 & Mezieobi 2005). Social studies is a value laden course of instruction meant to equip the learner with the cognition, values, attitudes and functional skills to survive in a dynamic society, replete with sporadic changes in information, technology, values and knowledge.

Social studies is an integrated study of man in his social, economic, physical and technological environment in Nigeria. The content in junior secondary school is focused on citizenship education, politics, economy, geographic issues, socio-cultural events, science and technology. Social studies is a problem-solving oriented subject area which requires the use of diverse instructional pedagogies

to instill appropriate values, critical thinking and the inculcation of various life long skills for sustainable survival in the national and global communities. It is an emergent social transforming discipline, which has been unfortunately highly implemented by unprofessionally trained teachers. This anomaly has consequently led to poor implementation of instruction, occasioning poor performance by student in public examinations (Mezieobi, 1993 and Kanu, 1996). It is experimentally established that the modified form of Cogan's supervision model, which is less cumbersome in application, less expensive and practicable in our social context, will be ideal for effective supervision of teachers in order to improve their instructional skills, which ultimately will lead to sound teaching and the realization of the social transforming goal objectives of social studies education in Nigeria (Adiele, 1988 and Ani, 1990).

While Ukadike and Okobia (2006) expressed that the essence of social studies as a subject in the junior secondary school is to provide knowledge and develop in the students, social skills, attitudes and values for the upliftment of the society. They uphold that these skills and attitudes are developed in the learner when teacher instructional attitudes have injected substantial motivational interest for learner's participation. Therefore systematic clinical supervision is targeted at realizing qualitative teaching and effective implementation of social studies curriculum in junior secondary schools.

According to Cogan (1971) clinical supervision is a procedure for observation in the classroom. Synder (1981) perceives clinical supervision as an aspect of general supervision which is hinged on improving teachers' instructional performance based on analysis and feedback from observed classroom instruction. Clinical supervision in particular is expected to create a rapport between the teachers in the classroom and the supervisor for effective teaching – learning and improvement of academic quality in the Nigeria education system, (Omalle, 2000). In simple terms, Cogan's clinical supervision is an organized democratic process whereby teachers and supervisors cooperatively designed ways and plans of improving the quality of instruction and learning in the classrooms.

Put succinctly, Cogan's clinical supervision is a rational and practical approach to improve teachers' instructional performance. It is of America's origin, concentrates entirely on the classroom to improve teacher's instructional performance teaching and learning including teachers classroom behaviour. This model is designed for changing the instructional behaviour of teachers in the classroom positively for the benefits of the students. Cogan's clinical supervision has eight phases, which are:

1. Establishing the teacher – supervisor relationship.
2. Planning with the teachers.
3. Planning the strategies of observation.
4. Observing the instruction.
5. Analyzing the teaching learning strategies.
6. Planning the strategy of instruction.
7. The conference
8. Reviewed planning

The above outlined Cogan's model is cumbersome, time sapping, complex, not convenient to operate and the supervisor is confronted with the problem of getting teachers acceptance and cooperation in the Nigerian education environment situations (Adiele 1988, Ani 1990, Udoh and Gang 1990). Others are that it requires supervisory expertise, materials and finance to be effective.

At this juncture, it is pertinent to ask: can the Cogan's clinical model work in the Nigerian setting? The answer is yes – but it will take time, resources and much readjustment (Adiele, 1997:241). Against this background, a modified Cogan's supervision model is adopted because of its relevance to the study and compatibility with Nigeria's education system situations. The phases are:

1. Building the teacher – supervisor relationship which incorporates
  - (a) Meet with the teacher to explain the general purpose of supervision.
  - (b) Talk to teacher on the importance of the subject he is teaching.
  - (c) Assure teacher of willingness to help him solve both personal and instructional problems.

2. Observation
  - (a) Observe teachers while teaching and record observations.
  - (b) Interact with, and record reactions of students to lessons.
3. Analyzing the teacher-learning strategies
  - (a) Meet with teacher to establish cause and effects of observed data.
4. Conference
  - (a) Provider feed back in form of advice, materials etc to teachers to improve future teaching.
  - (b) Provide teacher with alternative techniques of teaching.
  - (c) Provide didactic help to teachers (Adiele, 1997:242).

In support of the adoption of the modified Cogan's supervision model as stated above, Adiele (1988) carried out an experimental study in which 100 Nigerian schools were asked to rate the applicability of Cogan's clinical supervision model in respect of their normal Job routine. The result showed that 4 out of the 8 original steps could be applied. Similarly, Ani (1990) revealed that teachers in Anambra State school system would welcome enthusiastically Cogan's modified supervision approach if adopted in the State.

#### Lapses in the traditional method of supervision

1. Irregular supervision: Clinical supervision requires close supervision of teachers by headmasters and principals (Adiele, 1997). Thereby creating opportunity for systematic supervision and evaluation of social studies teachers' instruction. In Nigerian setting supervisors are external and may not give the teacher opportunity for a conference to enhance their instructional performance. Against this background Ogbonna expressed in Ayogu (2005) that supervision is designed to assess teachers' instructional competence, with a view to finding realistic solutions to social studies teachers' instructional problems.
2. Paucity of healthy communication rapport: Modern supervision is focused on improvement of teaching learning situations. It is based on democratic management of the teacher in order to elicit his total cooperation for effective teaching of social studies. It is human relation focused, giving room for collaborative academic intercourse between the teacher and the supervisor. In the Nigerian education system, the communication gap between the teacher and supervisor is pronounced and focused at fault dictation (Nduanya 1981, Ogunsaju 1983 & Nwosu 1997).

Umeano (2007) in her contribution asserted that communication is a primary condition for teaching effectiveness. Modern supervision is associated with feed back input which realigns the social studies teachers' instructional strategies positively for meaningful instruction. Similarly, Cooper and Simond (1999) found that students are positively motivated to learn from teachers whose instructions are adjudged as credible. Implied from the foregoing comment is that harmoniously organized supervision activities provides the fora for enhancing social studies teacher competence for effective dissemination of educational subject matter to the learners' cognition. This opens avenue for realistic supervision with goal objectives.

3. Poor funding: Akubue (2003) said that the social studies teachers cannot be fully effective in the classroom until he or she understands the variables in the teaching act. This ushers in the need for specialized and qualified supervisors. In line with the preceding discussion, Nosiri (1997) upholds that supervision is functional only when qualified supervisors are utilized in their areas of specialization. This is to enable supervisors use their academic qualifications; professional competence and relevant experiences in the right direction. This demand is yet to be adequately funded and implemented in Nigeria. This is more apt when Ebong in Ikwuegbu (2009) remarked that issues about professional development of staff in Nigerian secondary schools are not given

systematic top priority attention. It is imperative that realistic supervision require adequate funding for recruiting specialized supervisors with requisite knowledge, skills and expertise.

4. Post conference: After supervision there is need for post conference to diagnose the supervision exercise as to assess the strengths and weaknesses for better classroom instructional performance. In our circumstance, feed back information is scarcely directly related to the supervisee as the supervisor is overloaded with a number of teachers to be supervised (Mezieobi, 2008). This trend glaringly affects effective supervision directed at concrete results. The result of a successfully executed supervision should form dependable data for education research and decisions.

#### Restraining conditions in the total application of Cogan's supervision model in the Nigerian environment

The limitation of the total application of Cogan's clinical supervision model in Nigeria school environment are exhaustively illustrated by Adiele (1997), they are that in the Nigerian system of education, clinical supervision is by classroom visitation, there is no good human relations in Nigeria's supervision strategy, fault finding is common and visitation is mostly unannounced (Nduanya, 1981, Ogunsaju, 1983 and Nwosu 1997). In addition, it does not involve the elaborate procedures which allow open teachers participation.

Adiele further maintained that the limitations can be expressed in the following key areas: differences in approach, orientation, motivational level of teachers, organizational structure, others are in availability of finance, material and capital resources, quality and quantity of manpower and organization of supervisory process. These limitations are briefly treated one after the other.

1. Difference in approach: Cogan's model has human approach which is operable in America or western world setting, while Nigerian method of supervision is organizational focused. Cogan believes that human worth can be improved, while Nigeria's education set up is centered on organizational set standards and there is no feed back for classroom improvement.
2. Difference in orientation: Cogan's supervision model is research oriented; it is graduated in systematic steps. It is used for addressing and providing solutions to problems of instruction and it is a form of data bank on which reference can be made in respect of further research in relation to instructional problems confronting teachers and learners ideally. In the Nigerian set up, it is a process of compelling teachers to do their work, whether it is effectively done or not. This is because the system is not determined to unearth teachers and learners problems. There is scarce data on which reference in solving instructional problems can be made and therefore, problem of instruction cannot be solved adequately.
3. Difference in motivational level of education works: Nigerian teachers are not motivated enough to be effective in the face of irregular inadequate salaries and prospects of professional development. In addition, Nigerian teachers are seldom involved in planning supervision programmes, a situation which affects their instructional output.
4. Difference in organizational structure: Cogan talks of the system with on the spot supervisors, where headmasters, principals and head of departments act as supervisors. Supervision in Nigerian context connotes visitors external to school environment, perhaps officials from Ministries of Education and other supervisory agencies. At present in Nigeria, principals and headmasters have been recognized as supervisors, yet some of them have not assumed this responsibility with vigour, this is because extreme job assignments limit their time to supervise teachers thoroughly.
5. Difference in availability of materials and capital resources: Cogan's model is capital intensive because it involves the use of material resources, expertise coordinated

research plan and finance to solve and improve the level of instruction in the classroom. Again, planned instruction will not be feasible without supportive instructional materials. In the Nigerian situation, schools exist with inadequate classroom, laboratories and resource materials.

6. Difference in quality and quantity of man power: In Cogan's world view, the supervisors should be well trained and the teachers demonstrate high competence and are committed to educate the child. The Nigerian scenario is made up of not well trained supervisors who may not appreciate the need for clinical supervision.
7. Difference in organization of supervisory process: There is difference in organization of supervisory process. Clinical supervision by Cogan is a systematic step by step approach. In the Nigeria education system, what is manifest is the observation stage and perhaps the post observation conference.

In spite of these limitations, the effectiveness of Cogan's supervision model in improving classroom instruction have been applauded by Synder (1981), Doll (1983) Adiele (1988), Ukeje (1992) and Omalle (2000). The modified Cogan's model with four phases are: building the teacher – supervisor relationship, observation, analyzing the teacher – learning strategies and conference Adiele (1997) is adjudged less complex and can be realistically applied in the supervision of social studies teachers in Junior secondary schools in Nigeria with necessary improvement by stake holders in the education industry through general reorientation of objectives, quality and restructurizing focus of supervision, with increased funding of education as well as embracing supervision as harmonious collaborative exercise aimed at improving teachers' quality for effective implementation of the social studies curriculum, through knowledge, values, skills and strategies gained from supervisor and supervisee re-examination of observed teachers' instructional practice in the classroom.

#### Preference of the adoption of modified Cogan's supervision model

One of the primary reasons for the adoption of modified Cogan's supervision model is that its application in Nigeria's education system will not be extremely complex, complicated and cumbersome. Second a scientific study has been carried out in Nigeria which confirms its fitness for application (Adiele, 1988 and Ani, 1990). Similarly considered feasible for supervising social studies teachers. Third, it is a valid supervision process which will guide education decisions with extra more addition of time, resources, funds, training and reorientation. Four, the principals of secondary schools in collaboration with officials of state ministries of education can be used at the interim for its fullest realization.

#### Implications of modified Cogan's supervision model on effective social studies classroom instruction

1. Supervision is meant for new, old and experienced teachers in view of innovations in social studies teaching methods, content, materials and assessment devices.
2. Post supervision conferences invigorates teachers skills in social studies instruction by stressing on areas of emphasis, strengths and correction of his lapses on the classroom and consequently needed help is offered to the social studies teachers for improvement.
3. Essentially, modified clinical supervision exposes social studies teachers to new learning experiences, which improves their teaching and consequently enhance their classroom instructional activities and management.
4. The worth of the social studies teacher is recognized, his ego respected and the classroom instructional activity is tension free, which encourages enthusiasm in the teacher and motivates him further.
5. For effective classroom social studies teachers' supervision, professionals in social studies education should be involved, in order for them to pin point clearly the strengths and weakness of classroom instruction precisely. The use of non-skilled professionals defeats the aim of credible supervision. Specialists have mastery of the subject, are aware of modern trends and techniques in teaching social studies and dictate teachers' mistakes in teaching particular topic.



6. Supervision is meant to enhance instruction, improve teachers' skills, knowledge, mastery of content, use of methods and instructional materials.
7. It is a process of broadening the professional growth and scope of the instructional experience of the social studies teachers, in a less cumbersome manner.
8. Students benefit maximally from supervision activities. This is because affective teaching resulting from clinical supervision increase learners' interest, commitment and attitudes towards teaching and learning of social studies.
9. Clinical supervision encourages preparation on the side of the supervisor and the teachers. The effective supervisor is expected to be sound in knowledge and theory of social studies instruction and ensure its practical application in the classroom, the supervisor is expected to be skilled and talented in planning, observing, analyzing teaching, conferencing and counseling teachers about how better classroom instructional practices and improvement can be attained. On the other hand, the supervised social studies teacher will need to be grounded in the subject matter, involve in adequate lesson planning, adopt relevant methods and techniques, utilize materials to reflect concepts, topics and evaluate learning outcomes. The social studies teacher is compelled to be organized to defend his professional status, worth, dignity and satisfy the learners' desires. Through this exercise, worthwhile input are put in place towards achieving realistic social studies objectives and goals.
10. The physical strengths and weaknesses of the social studies teachers competences in delivering contents, methods and strategies of instruction, utilization of instructional materials, evaluation devices, including classroom controls, level of motivation of learning and students participation in instruction can be objectively observed, recorded, documented and reported for education decisions.

### Conclusion

Cogan's modified clinical supervision can be applied in the Nigerian school system with modification of our supervision orientation in Nigeria, by opening situations for specialization and qualitative funding of supervision. In addition, supervision should be perceived as a corrective and collaborative intercourse between the supervisor and the supervisee. It is imperative that result of Cogan's modified supervision be documented to assist educational researchers and decisions. The weaknesses of the traditional method of school supervision should be dictated and improved in order to ensure realistic supervision with goal objective for effective social studies implementation in Nigerian secondary schools.

### Recommendations

1. Cogan's modified supervision model should be adopted as a reliable innovative process of supervising social studies teachers' instructional competence.
2. Principals of junior secondary schools should reinforce their supervision role which encourages close monitoring of teachers, as this is ideal for promoting clinical supervision.
3. At the interim collaborative use of officials of ministry of education and school principals is advocated.
4. Supervision exercise need be structured to attract teachers' cooperation and positive input in the teaching of social studies.
5. Schools need to be equipped with instructional resources to assist effective instruction.
6. Teachers should not abuse the human relations component of clinical supervision as a cover to relapse into truancy and uncommitted teaching behaviour.
7. Training and retraining of supervisors is ideal and the use of subject specialist will enhance quality of supervision.
8. Clinical supervision should be effectively funded and given top priority attention by the government as a major stake holder in the education industry.
9. Post conference supervision results should be systematically and properly documented to facilitate education research and decision.
10. Follow up supervision after post conference is instructive as to rate consistency and success of supervision.

## References

- Adiele, J. (1988). *The effects of application of cogan's supervision technique on teacher effectiveness and students performance*. Unpublished Ph.D Thesis, University of Nigeria, Nsukka.
- Adiele, J. (1997). *Clinical supervision in the nigerian education system*. In A Ndu, L. O. Ocho & B. S. Okeke (eds). *Dynamics of educational administration and management: The Nigerian perspectives*. Onitsha: Meks Publishers.
- Akubue, A. (2003). *Supervision of instruction for higher degree students education administration*. Unpublished Monograph, Faculty of Education, University of Nigeria, Nsukka.
- Ani, C. I. (1990). *The effects of the traditional and modified cogan's clinical supervisory approaches on pupils and teacher performance*. Unpublished Ph.D Thesis, University of Nigeria, Nsukka.
- Ayogu, C. A. (2005). *Inspectoral practices of education zone of Enugu State*. Unpublished M.Ed Thesis, University of Nigeria, Nsukka.
- Cogan, M. L. (1991). *Clinical supervision*. Boston: Houghton Mifflin Co.
- Cooper, P. J. & Simonds, C. (1999). *Communication for the classroom teacher*. Boston, MA: Allyn Bacen.
- Doll, R. C. (1983). *Supervision of staff development: issues and applications*. Boston: Ally and Bacon Inc.
- Ikwuegbu, P. N. (2009). *Secondary school teachers and worth ethics in Imo State of Nigeria*. *Eclectic Journal of Education*, 3(3), 90-95.
- Kanu, G. E. (1996). *Factor affecting the academic performance in social studies junior secondary school examination in Zaria education zone of Kaduna State*. Unpublished M.Ed Thesis submitted in the Department of Education, Ahmadu Bello University, Zaria.
- Mezieobi, K. A. (1993). *Social studies curriculum*. Owerri: Whute and Whyte Publishers.
- Mezieobi, D. I. (2005). The place of social studies in the socio-cultural education of the Igbo people. *Nigerian Journal of Research and production*, 6(2), 147-156.
- Mezieobi, D. I. (2008). *Supervision in social studies*. Unpublished Material. Faculty of Education, University of Nigeria, Nsukka.
- Nduanya, M. C. (1981). *Towards a model for practice teaching supervision in developing countries*. Proceedings of the Conference on Teaching Practice. University of Nigeria, Nsukka.
- Nwaubani, O. O. (2002). Effects of two instructional presentations on students knowledge of value skill in social studies. *African Journal of Curriculum Instruction*, 1(1), 172-184.
- Nosiri, C. P. (1997). *Supervision for quality outputs*. A. Ndu L. O. Ocho & B. S. Okeke (eds). *Dynamics of educational administration and management: The Nigerian Perspective*. Onitsha: Meks Publishers.
- Nwosu, O. (1977). *Supervision of instruction and school administration*. In N. A. Ndu, L. O. Ocho & B. S. Okeke (eds) *Dynamics of educational administration and management: The Nigerian perspectives*. Onitsha: Meks Publishers.

- Ogunsaju, S. (1983). *Educational perspective and practice in Nigeria*. Ile-ife: University of Ife Press.
- Omalle, A. I. (2000). *Effects of cogan's clinical supervision model on social studies instruction in primary school*. Unpublished Ph.D Thesis, University of Nigeria, Nsukka.
- Osakwe, E. O. 1997). Social studies education and nation building in nigeria: which way in the 21<sup>st</sup> century. *Social Studies Quarterly*, 1(1), 8-12.
- Synder, K. J. (1981). Clinical supervision in 1980. *Educational Leadership*. 7(6) 521-523.
- Udoh, S. U. & Gana, K. (1990). Theory and practice of educational administration in Nigeria. Jos: Faculty of Education, University of Jos.
- Ukadike, O. J. & Okobia, O. E. (2006). Using cooperative learning strategies of instruction in primary school. *Nigerian Journal of Curriculum Studies*, 13(3), 89-113.
- Ukeje, B. O. (1992). *Educational administration*. Enugu: Fourth Dimension Company.
- Umeano, E. C. (2007). Perceived lecturers pedagogical communication and students' classroom incivility: Enhancing service delivery at the tertiary education level. In B. G. Nworgu (ed) *Optimization of service delivery in the educational sector: Issues and strategies*. Nsukka: University Trust Publishers.